

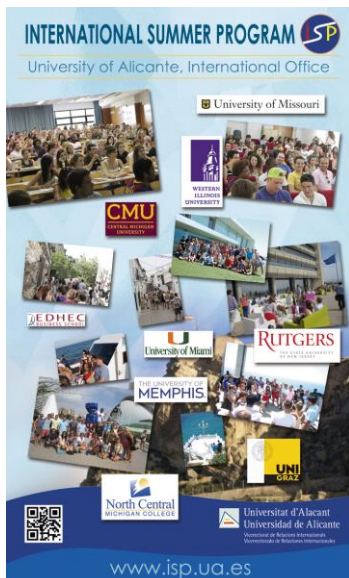


# Internationalizing Short-term Programs in Higher Education

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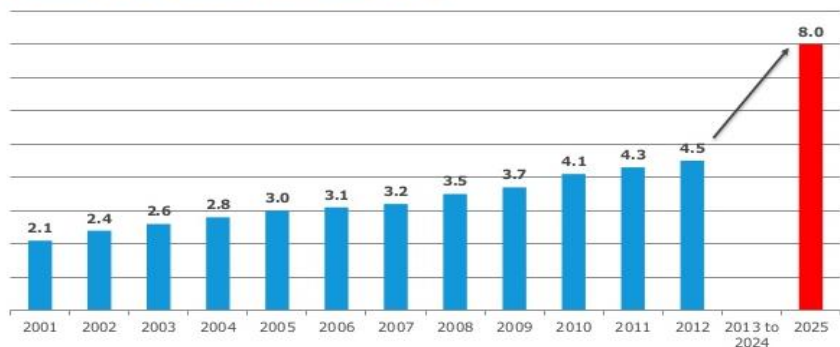
[www.institutofranklin.net/en/events/3er-international-conference-on-the-historical-links-between-the-usa-and-spain-hispanic-roots-and-heritage-yesterday-and-today/](http://www.institutofranklin.net/en/events/3er-international-conference-on-the-historical-links-between-the-usa-and-spain-hispanic-roots-and-heritage-yesterday-and-today/)

# Internationalizing Short-term Programs in HE

- **Internationalization in HE**

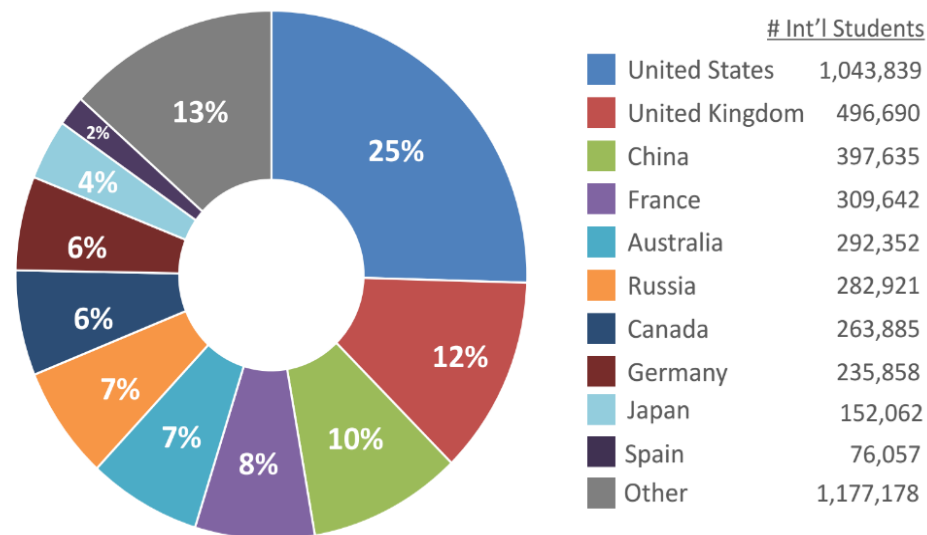
- **OECD Report (2014)** 5 million students in mobility programs (annual increase of 10%)

Global HE student mobility (M)



Source: Project Atlas 2014; OECD Education at a Glance, 2015; CBIE

## Top Hosts of International Students – 2016



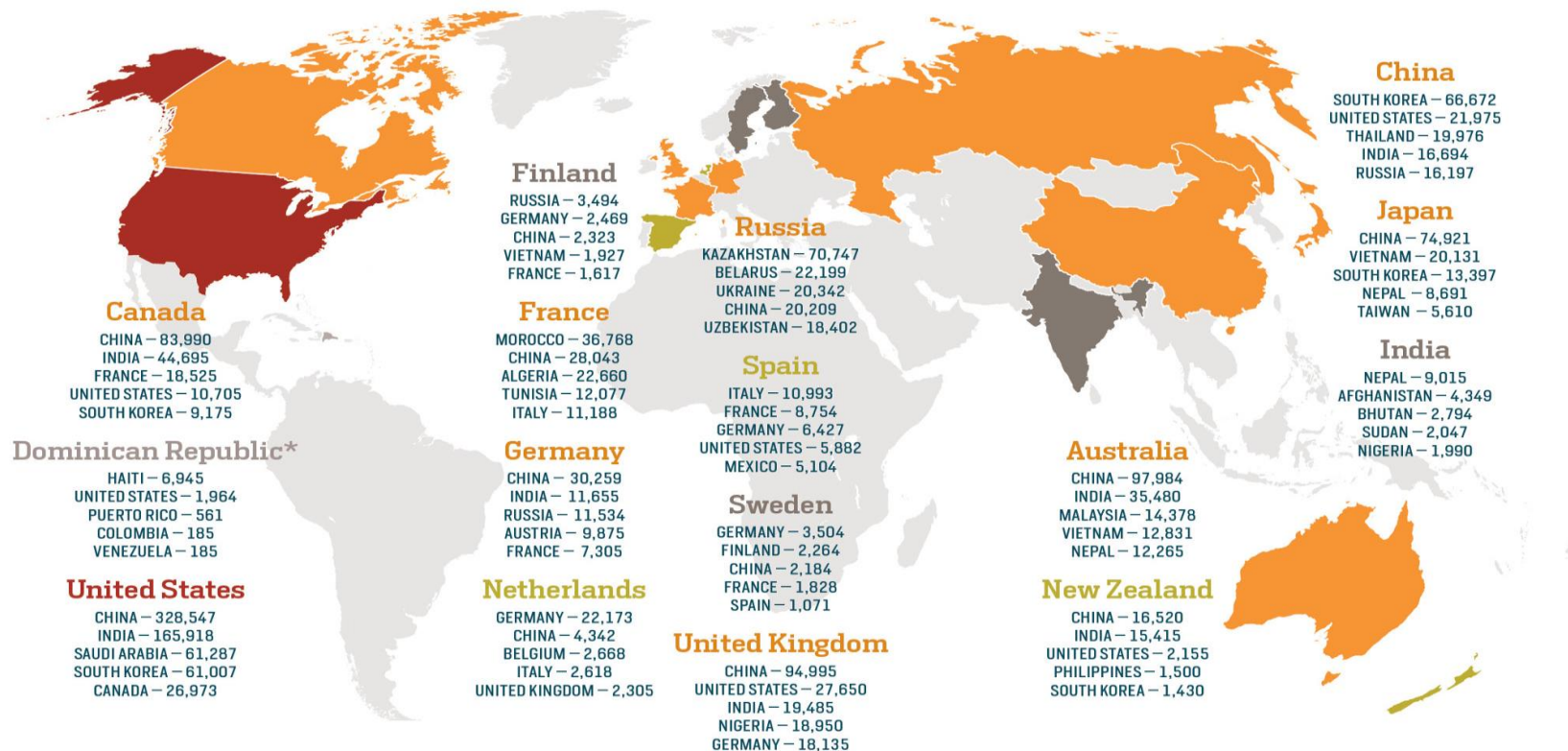
Est. Total: 4.1M

Source: Institute of International Education

Source: Project Atlas  
Figures reflect data release year

# Internationalizing Short-term Programs in HE

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY HOST COUNTRY



Total number of international students in host country:

■ > 1,000,000 ■ 100,001–500,000 ■ 50,001–100,000 ■ 20,001–50,000 ■ ≤ 20,000

\*Dominican Republic data reflects full-degree MESCyT scholarships only.

Source: Project Atlas, 2016

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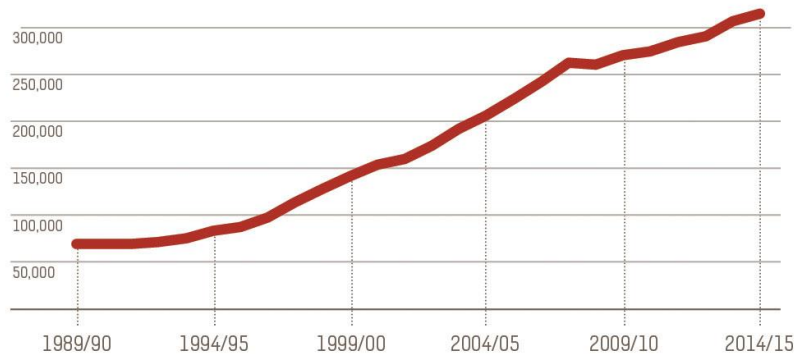
Project Atlas®

# Internationalizing Short-term Programs in HE

TOP TEN DESTINATIONS FOR U.S. STUDY ABROAD STUDENTS

## • USA Mobility Trends

U.S. STUDY ABROAD STUDENTS 1989/90 – 2014/15

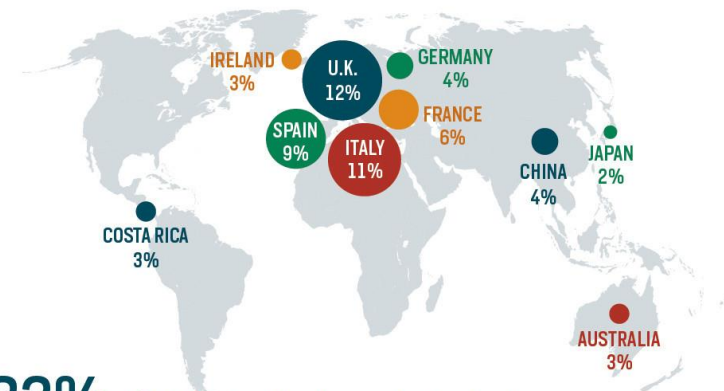


In 2014/15 there was **an increase of 3%** over the prior year in the number of U.S. students studying abroad.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: [www.iie.org/opendoors](http://www.iie.org/opendoors)

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USA students to study abroad over last 30 years tripled to over 300,000 (2014-15) (IIE)

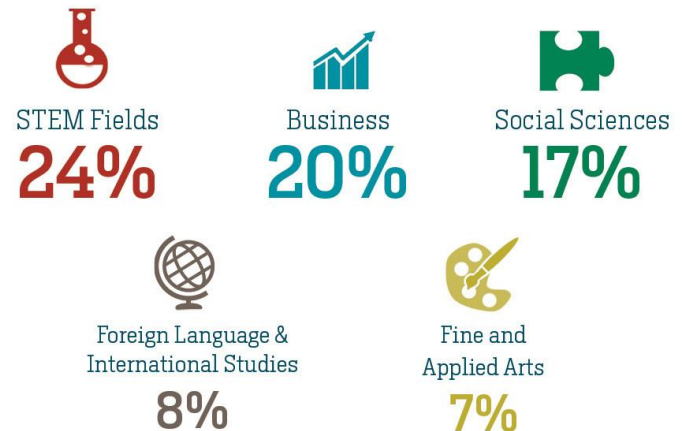


**32%** of U.S. study abroad students are hosted by the United Kingdom, Italy, and Spain.

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TOP FIVE MAJOR FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS



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# Internationalizing Short-term Programs in HE

## Short-term Study Abroad Programs (SSAP):

- **Definition:**

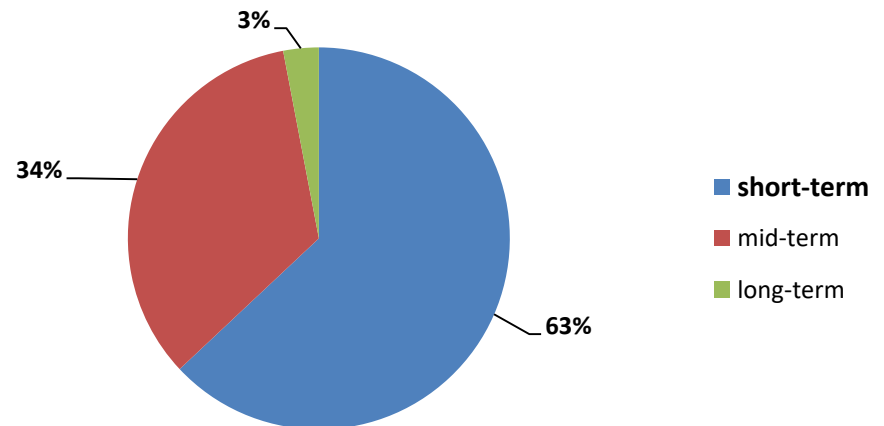
- **LENGTH:** 2 months or less in the target country (IIE, Donnelly & Smith 2009) – or 2 weeks to 3 months (Long et al 2010).
- **Context:** academic/professional/experiential/cultural; Faculty-led, on-site visits, etc. (Engle & Engle 2003)
- **Demand** increasing worldwide (Martinsen 2011), fastest-growing sector in the field (NAFSA)

- **Reasons for Short-term Study Abroad Programs (SSAP):**

- more affordable (cost)
- academically flexible (time constraints, traditional vs non-traditional students)
- Legal and administrative (visas)
- intensive (Donnelly-Smith 2009, Gordon 2009)
- fun & learning experience (Younes and Asay 2003)
- integrative vs instrumentally-oriented (Allen & Herron 2003)

- **Criticism:** educational travel programs as a “form of tourism” (Tarrant et al 2012), “commodification” (Zemach-Bersin 2009), (lack of) pre-linguistic and cultural preparation, conflicts with on-site adjustment

TIMEFRAME DISTRIBUTION (USA students)



“In some categories of factors, summer students were as likely or more likely to achieve sustainable benefit from studying abroad in comparison with semester students.” (Dwyer 2004: 161)

# Internationalizing Short-term Programs in HE

- Types of **SSAP** (Soneson et al 1997, 5-levels Engle & Engle 2003):
  - **GOALS & VALUE:** academic, cultural, professional, experiential learning
  - **LENGHT & PERIOD:** 2 weeks up to 2 months (Summer, Christmas, Easter, etc)
  - **SUBJECT & LANGUAGE of instruction:** Language programs, content-related (business, STEM), etc
  - **ACADEMIC CONTEXT:** direct enrolment/hybrid/island program (Kehl and Morrison 2008), local vs international (branch campus, integrated model, mixed model, etc) public vs private institution (third-party providers, affiliated programs), etc
  - **ACCREDITATION & ACKNOWLEDGEMENT:** credit recognition, non-degree vs degree, type of certificate, etc
  - **STUDENTS & FACULTY:** general vs specific, traditional vs non-traditional, etc.
  - **LOCATION & SERVICES:** one-site vs joint programs, housing (apartment/residence/host families), etc
  - **COST & FUNDING:** financial issues (non-profit vs profit, grants, assistantships, etc)

*“Focused and reflective interaction with the host culture is finally what separates study abroad from study at home. And the degree to which program design facilitates such experience is what most distinguishes one study abroad program from another.” (Engles & Engles 2003: 4)*



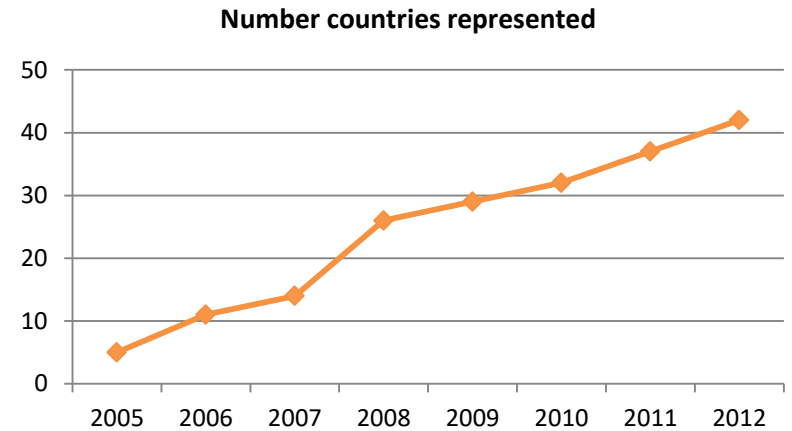
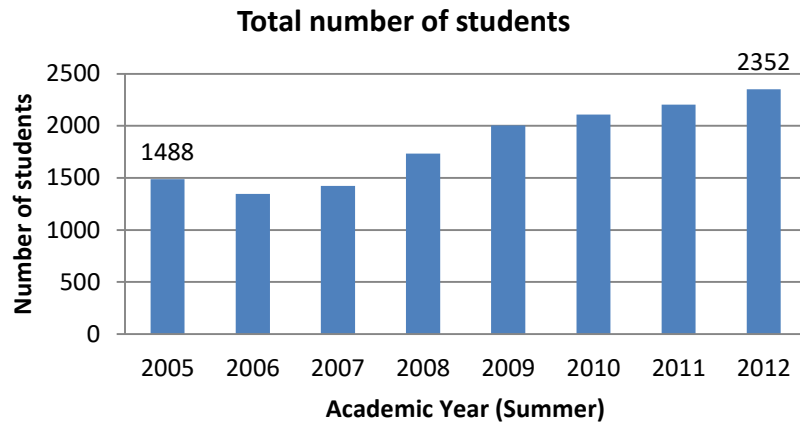
# Internationalizing Short-term Programs in HE



- ***The Rafael Altamira Summer Program (UA) - GOALS***
  - **Interdisciplinary and multicultural:**
    - Different disciplines (Humanities, Business, Sciences, etc)
    - Different cultures (cross-cultural, global awareness, global perspective (McCabe 2001))
    - Different Languages (Spanish, English, Catalan, French, etc)
  - **Professionally-oriented**
    - ICALI-Lawyers, Spanish National Police, etc
    - Sponsors and collaborators
  - **International**
    - **co-organized** (Memphis, CMU, Western Illinois)
    - **co-branding** (EDHEC Business School, Graz Univ., etc)

# Internationalizing Short-term Programs in HE

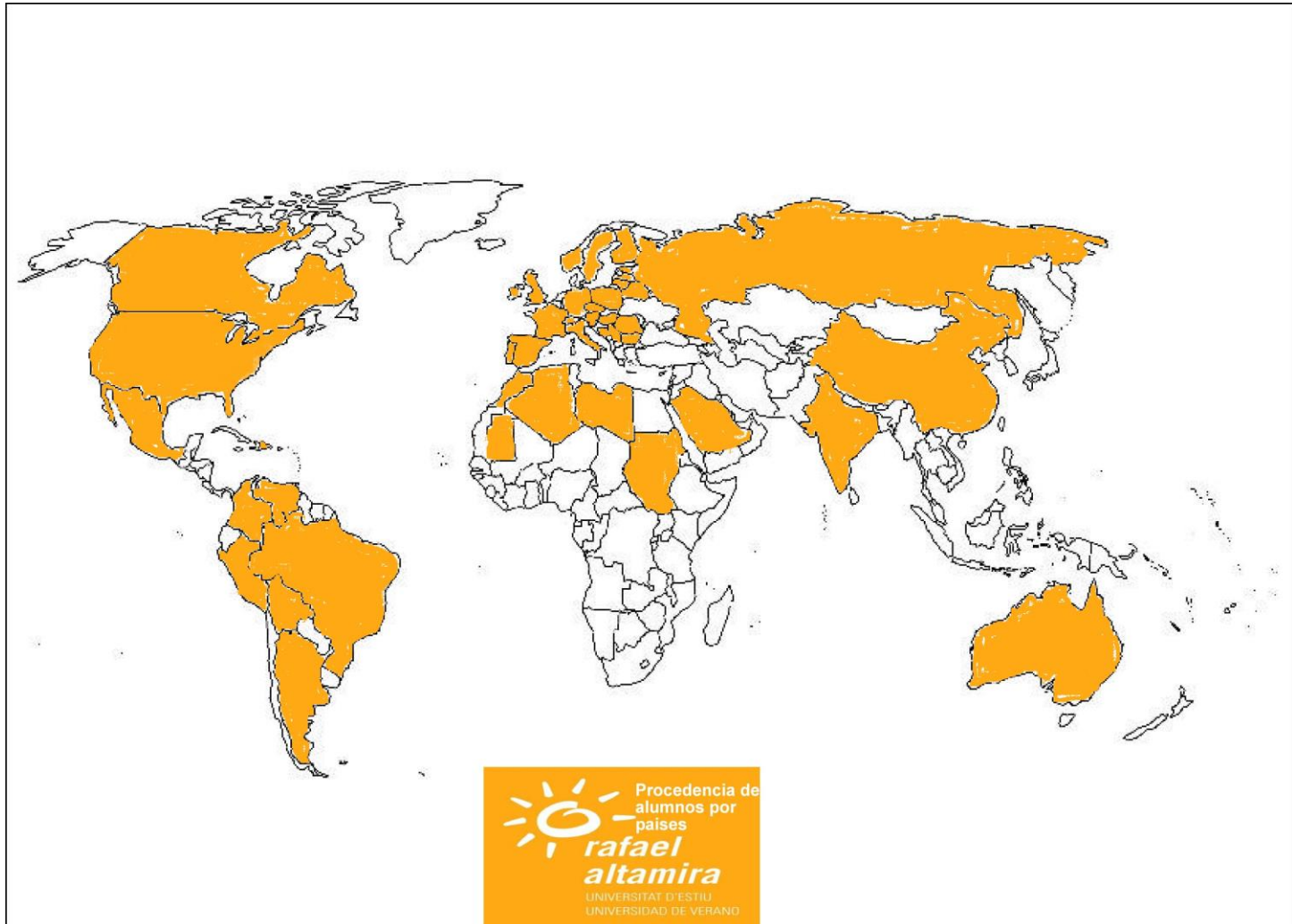
- Rafael Altamira Summer Program: Student Enrolment**





# Internationalizing Short-term Programs in HE

- RA Program students: **countries of origin 2012**



# Internationalizing Short-term Programs in HE

## Co-organizing Institutions

- **University of Missouri – College of Business (USA)**



- **University of Memphis (USA)**



- **Central Michigan University (USA)**



- **Rutgers University (USA)**



- **Western Illinois University (USA)**



- **ITEC - Instituto Tecnológico de Monterrey (Mexico)**



- **Glasgow Caledonian University (UK)**



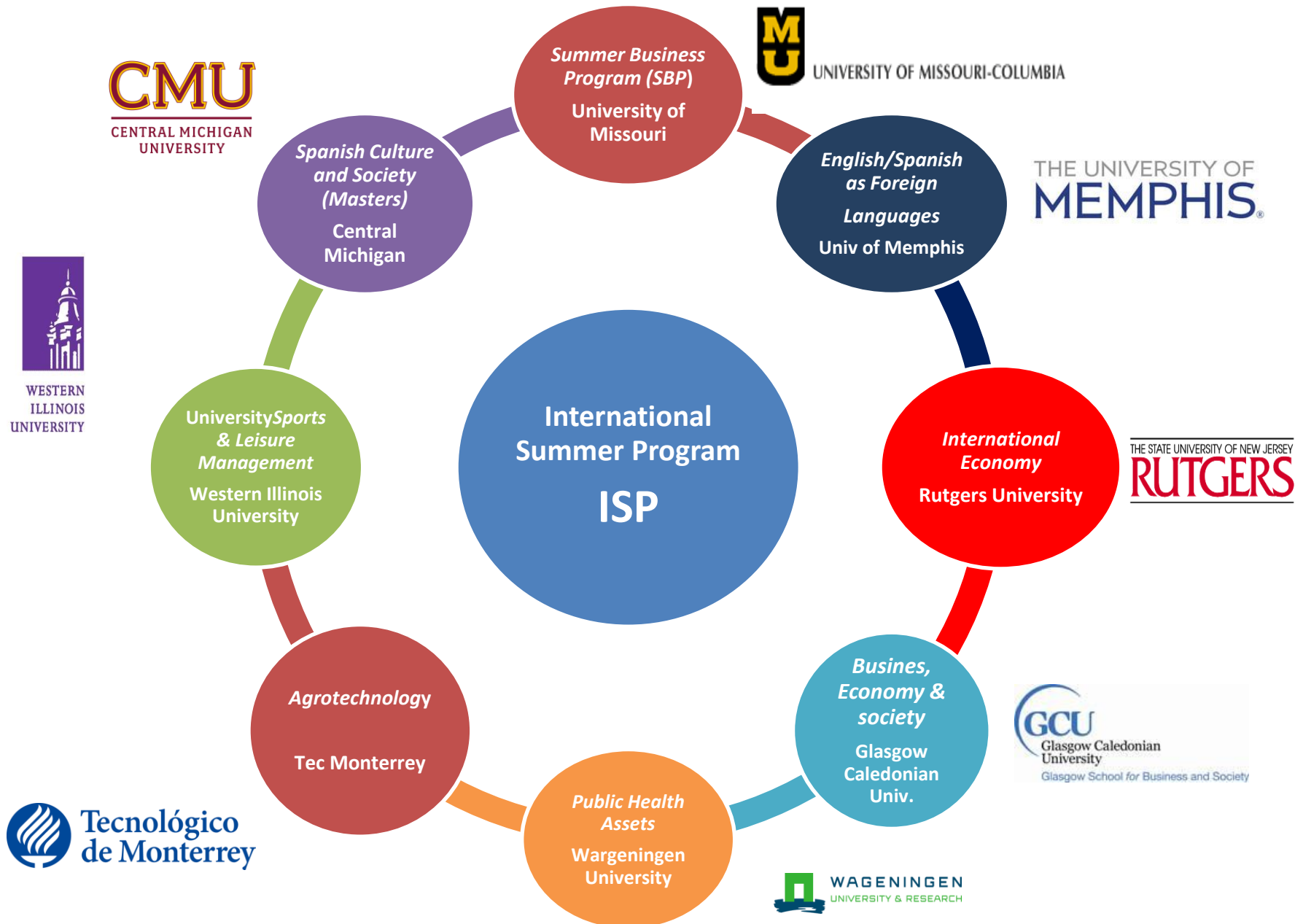
- **Wageningen University (Netherlands)**



## Co-branding institutions



# Internationalizing Short-term Programs in HE



# Internationalizing Short-term Programs in HE

- **Challenges**

- **Management**

- Flexibility & negotiation
    - Services
    - Financial issues

- **Academics**

- Academic Standards
    - Acknowledgement
    - Faculty coordination & involvement

- **Student**

- interaction
    - Assistants
    - Activities



# Internationalizing Short-term Programs in HE

- **Challenges**

- **Academics:**

- **Academic Standards**

- Course planning (in/out of class) and (e-)materials
      - Methodology/ies
      - Assessment criteria and implementation

- **Acknowledgement**

- Spain/EU vs USA systems
      - Credit transfer
      - Academic vs Professional certificates (TESOL)

- **Faculty coordination & involvement**

- Lead Professors
      - Formal & Informal meetings
      - Media coverage
      - Potential collaboration: research & publications



# Internationalizing Short-term Programs in HE

- **Challenges**

- **Student**

- **Cross-cultural** and **multilateral** interaction (teacher-student and student-student)
    - Student **assistants** (group leaders, tuition fees, accomodation grants, certificate)
    - **Activities** (involving & diverse, content-related & experiential, teacher-designed & student-designed, etc)





# Internationalizing Short-term Programs in HE

- **Communication & Marketing** (media coverage & impact)
- **Traditional:** Newspapers, Radio and TV stations, live programs, press interviews, etc
- **New media:** The Internet, Social Networks (FB, Twitter, etc), podcasts, etc ('digital natives')





# Internationalizing Short-term Programs in HE

## A Case Study: TESOL/ ELE Program

(Univ of Memphis/UA)



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# Internationalizing Short-term Programs in HE

- **TESOL/ ELE Program:**

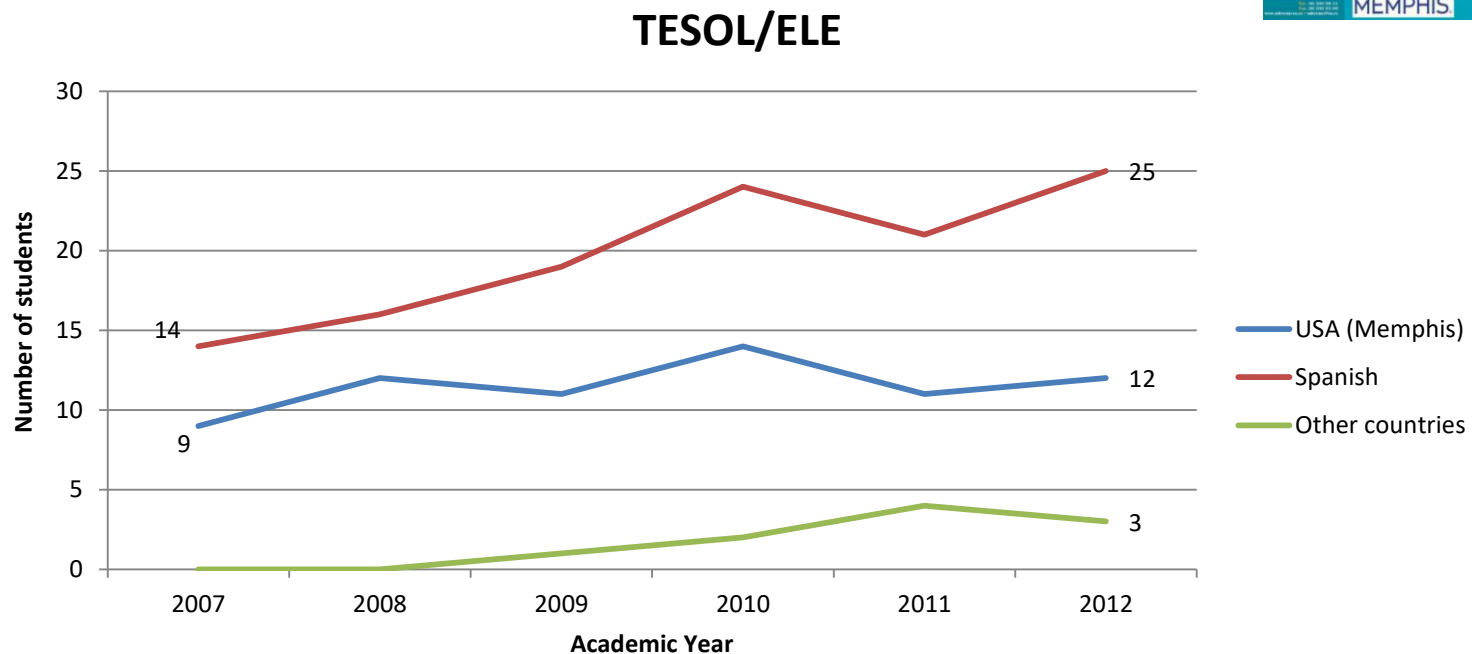
- **Previous research:**

- Conflicting views on SLA improvement in long and short-term programs (Mendelson 2004; Badstübner & Ecke 2009): oral, listening and vocabulary development (Segalowitz, et al 2004; Ife et al 2000) *versus* writing and grammatical accuracy (Freed et al 2003; Cubillos & Robbins 2004)

- **Background**

- Memphis Faculty members - Master's Program Alicante
    - Co-organized with Memphis (TESOL Program in Memphis)

- **Length:** June, 3-week program (Total: 40 hours)



# Internationalizing Short-term Programs in HE

- **TESOL/ ELE Program:**

- **Accreditation:** ECTS certificate (UA) & TESOL certificate (Memphis)
- **Logistics:** individual arrival, no pick-up, Residence Villa Universitaria, 'Hogueras' Festival
- **Coordination:**
  - **Administration:** pre-arrival and on-site (Orientation, campus & city tour)
  - **Academics:** 4-5 Faculty members involved (2-3 from Memphis, 2 from Spain), Professors (UA/UM), 4-5 student assistants (2 Memphis, 2 UA, 1 from elsewhere)
- **Cost:** 120 (Memphis students), 170 Euros (non Memphis students)



# Internationalizing Short-term Programs in HE

- **TESOL/ ELE Program**
  - **Academics** (same classes every year):
    - **Language:** English and Spanish
    - **3 sections**
      - **Morning Session:**
        - » **Practice** (2 hours) – Context-oriented classes
          - **ELE** (9-10am): Spanish students in 4-5 groups teaching Spanish to classmates
          - **TESOL** (10-11am): Non-Spanish students (mostly Memphis & others) in 4-5 groups teaching English to Spanish classmates
        - » **Theory** (2 hours)
          - Feedback and Reflection
          - Faculty-led and class preparation
      - **Afternoon Activities:**
        - » Cultural visits: student interaction, out-of-the class contact with L2
        - » Local immersion: celebration of the festival of Hogueras (1 week)



# Internationalizing Short-term Programs in HE

## Cultural activities





# Internationalizing Short-term Programs in HE

- **Conclusions:**

- **Short-term Programs** on the **rise** (big market in education and internationalization)
- Academically and financially **diverse**
- **Co-organized** and co-branding as a form of collaboration
- **Flexibility** at different levels (academic, financial and management)
- Multilateral institutional **commitment**
- Learning outcomes **assessment** (academic, experiential)
- **Cross-cultural interaction**, global perspective vs student/client ('island programs')
- Positive **impact** on students, institutions and communities

# Internationalizing Short-term Programs in HE

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